



# A STUDY OF THE PERCEPTIONS OF CBSE SCHOOL TEACHERS TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE) SYSTEM IN RELATION TO CERTAIN VARIABLES

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## ABSTRACT

Education aims at making children capable of becoming responsible, productive and useful members of the society. In Modern times we use CCE system for evaluation. CCE emphasizes two fold objectives, Continuity in evaluation and assessment of broad based learning and behavioural outcomes. It includes assessment in Scholastic as well as Co-Scholastic aspects of the pupil's growth. This study is an attempt to find out CBSE teachers' perception about the system of Continuous and Comprehensive Evaluation (CCE), the problems they face while its execution and the suggestions they want to give in making CCE effective and fruitful on ground realities. This study provides a deep insight into the status of implementation of CCE in the schools of Central Gujarat, India. The researcher has used her, self made tool after standardization and checking its content validity. Open ended questionnaire is also used to know the problems and suggestions for the CCE system. Focus group discussion was also conducted by the researcher and the teachers shared various points pertaining to various components of CCE. The results of the study reveal that most of the teachers agree that CCE has reduced stress among the students and it is helpful in holistic development of child. But majority of teachers were against its implementation in XI and XII standard in present Indian Education System. Most of the teachers shared various loopholes pertaining to physical, psychological, pedagogical and administrative areas with reference to implementation of CCE.

**KEY WORDS:** Study, Perceptions, CBSE School, Teacher, Continuous and Comprehensive Evaluation (CCE), Variables.

## INTRODUCTION

School is an institution where talents are nurtured. Therefore it becomes very important to continuously revise and introduce such measures and schemes which will impact the mind, Character and physical ability of the learner. Indian education is moving from summative to a continuous evaluation system. Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation introduced by CBSE in all CBSE affiliated schools across the country to evaluate both scholastic and non-scholastic aspects of students' growth and development.

The Central Board of Secondary Education (CBSE) introduced the scheme of Continuous and Comprehensive Evaluation in its schools in a phased manner. In the year 2000, the Board implemented the concept of an independent Certificate of School based evaluation to be awarded by the school to all students who passed class X CBSE examination. This certificate was awarded in addition to the Board's regular certificate which carried a footnote that a certificate of Continuous and Comprehensive Evaluation is also being issued by the school and should be studied for judging the total personality of the student. A recommended format with detailed guidelines was prepared and circulated to schools for adoption by the CBSE. As a next step, in 2004, Continuous and Comprehensive Evaluation was implemented in primary classes at 1-V. As a follow up, the Board decided to extend CCE to classes VI-VIII in 2006. The Board introduced Continuous and comprehensive evaluation at secondary level in October 2009 for class IX students and further extended the scheme for class X students as well.

Considering the praiseworthy efforts made by the Central Board of Secondary Education, the implementation of the scheme and its desired success, how useful and practicable it may be, depends upon the sincerity and capability of its implementers. The organization of the teaching learning process including the evaluation of the teaching learning outcomes is the responsibility and accountability of the teachers, teaching in these schools. For this purpose, it is very crucial on their part that they should try to gain full insight and understanding about the mechanism of Continuous and Comprehensive Evaluation along with bringing desired changes in their teaching behaviour and attitudes.

This study is an attempt to find out perceptions of CBSE school teachers towards Continuous and Comprehensive Evaluation (CCE) System. The role of CCE, which is considered as very important when our aim is to improve learners' quality not only in the school subjects but also in their personal and social aspects. The continuous assessment in the context of school is considered as a continuous updating of teacher judgments about learners, which permit cumulative judgments about their performance to be made. In CCE the shift is from testing to holistic learning. It aims at creating good citizens possessing sound health, appropriate skills and desirable qualities besides academic excellence.

## Objectives of the Study

The objectives of the study are as follows:

- 1) To study the Perceptions of CBSE School Teachers of Central zone of Gujarat towards Continuous and Comprehensive Evaluation System in relation to Certain Variables.
- 2) To study the effect of gender on the Perceptions of CBSE School Teachers towards Continuous and Comprehensive Evaluation System in relation to Certain Variables.

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- 3) To study the effect of age group on the Perceptions of CBSE School Teachers towards Continuous and Comprehensive Evaluation System in relation to Certain Variables.
- 4) To study the effect of Designation on the Perceptions of CBSE school teachers towards Continuous and Comprehensive Evaluation System in relation to Certain Variables in relation to Certain Variables.
- 5) To study the effect of teaching experience on Perception of CBSE school teachers towards Continuous and Comprehensive Evaluation System in relation to Certain Variables.
- 6) To study the effect of marital status on Perception of CBSE school teachers towards Continuous and Comprehensive Evaluation System in relation to Certain Variables.
- 7) To study the effect of type of school on the Perceptions of CBSE school teachers towards Continuous and Comprehensive Evaluation System in relation to Certain Variables.

## Hypotheses of the Study

There will be no significant difference between the mean scores of the perceptions of male and female CBSE school teachers towards Continuous and Comprehensive Evaluation System.

**Ho<sub>1</sub>:** There will be no significant difference between the mean scores of the perceptions of less than thirty five years age and more than thirty five years age CBSE School Teachers towards Continuous and Comprehensive Evaluation System.

**Ho<sub>2</sub>:** There will be no significant difference between the mean scores of the perceptions of CBSE school teachers having professional qualification as PTC/BTC and B.Ed. towards Continuous and Comprehensive Evaluation System.

**Ho<sub>3</sub>:** There will be no significant difference between the mean scores of the perceptions of PRT and TGT Designated CBSE School Teachers towards Continuous and Comprehensive Evaluation System.

**Ho<sub>4</sub>:** There will be no significant difference between the mean scores of the perceptions of PRT and PGT Designated CBSE School Teachers towards Continuous and Comprehensive Evaluation System.

**Ho<sub>5</sub>:** There will be no significant difference between the mean scores of the perceptions of TGT and PGT Designated CBSE School Teachers towards Continuous and Comprehensive Evaluation System.

**Ho<sub>6</sub>:** There will be no significant difference between the mean scores of the perceptions of CBSE school teachers having less than 10 years professional experience and more than 10 years professional experience towards Continuous and Comprehensive Evaluation System.

**Ho<sub>7</sub>:** There will be no significant difference between the mean scores of the perceptions of Married and Unmarried CBSE School Teachers towards Continuous and Comprehensive Evaluation System.

Continuous and Comprehensive Evaluation System.

iii. CCE compatibility and usefulness

**Ho<sub>1</sub>:** There will be no significant difference between the mean scores of the perceptions of CBSE school teachers of public and private schools towards Continuous and Comprehensive Evaluation System.

#### Research Design

The present investigation was primarily designed to know the perceptions of CBSE School teachers towards CCE concerning their gender, age group, professional qualifications, designation, teaching experience, marital status and type of school to deal with CCE System and the practical problems likely to be encountered by the teachers while executing this evaluation system. In the present study the researcher has used the normative descriptive survey method.

#### Sample

For the present research, researcher has selected 36 schools of five districts of central zone of Gujarat State by Stratified random sampling method. From the selected schools with Cluster sampling technique total sample of 1153 CBSE school teachers were taken for survey.

#### Research Tool

In present study to know the Perception of CBSE school teachers, researcher has made Perception Scale about Continuous and Comprehensive Evaluation system (PSCCES) of 5 point scale having 70 statements and standardized it. In this process researcher has taken the advice and suggestions of 17 experts from the field of education. So the Content and Expert validity is found for standardization of test.

After pre-piloting and piloting test item analysis was done. The reliability coefficients were computed with the help of different methods - Test- Retest method (0.82), Split Half method (0.84), Rulon Method (0.90), Flanagan Method (0.90), Cronbach's  $\alpha$  (0.90). The test was made standardized and after that test was used to know the Perception of CBSE school teachers. The researcher identified three components of CCE.

**Part A :** Teacher's perceptions towards CCE in general.

**Part B :** Teacher's awareness towards CCE.

- i. CCE matrix Scholastic
- ii. CCE Matix Co-Scholastic and Co-curricular activities

**Part C:**

- i. Problems encountered while executing CCE
- ii. Remedial measures and assistance needed.

The researcher has also collected the descriptive feedback of the teachers based on questionnaire attached with the test. So the researcher divided the research tool into two parts, the first part consisted the statements based on components of CCE whereas the second part consisted the set of questions to know the descriptive views of teachers regarding CCE. The following table : 1.1 shows the structure of research tool prepared by the researcher -

**Table : 4.1**  
**Structure of Research Tool**

Research Tool	Part A	Part B
Content & Main Features	Perception Scale About Continuous And Comprehensive Evaluation System (PSCCES) <ul style="list-style-type: none"> <li>Five point rating scale is used</li> <li>Used for Quantitative Analysis</li> </ul>	Questionnaire to know descriptive views <ul style="list-style-type: none"> <li>Set of questions were asked</li> <li>Teachers were asked to put (<math>\sqrt{\phantom{x}}</math>) mark for yes or no in the given block and support their response with descriptive indicators.</li> <li>The response mentioned as yes or no will be analysed quantitatively and for descriptive response qualitative analysis will be done by the researcher.</li> </ul>

#### ANALYSIS AND DISCUSSION OF RESULTS

Collected data has been analyzed by the researcher and Mean, SD, SEM, SED, and t-value has been calculated for testing of hypotheses. The data analysis for testing of Hypotheses is shown in following table – 1.2

**Table : 1.2**  
**Testing of Hypotheses - Mean, SD, SEM, SED, and t-value**

Hypotheses	Variable of Study	N	M	SD	SEM	SED	t-value	Level of Significance
<b>Ho<sub>1</sub></b>	Male Teachers	265	253.46	28.6	1.76	1.72	5.4	0.01
	Female Teachers	888	262.81	23.24	0.78			
<b>Ho<sub>2</sub></b>	< 35 Years	502	260.86	25.21	1.12	1.48	0.24	NS
	35 Years	651	260.51	24.63	0.97			
<b>Ho<sub>3</sub></b>	PTC/BTC	179	257.47	26.38	1.97	2.02	1.87	NS
	B.Ed.	974	261.25	24.55	0.79			
<b>Ho<sub>4</sub></b>	PRT	506	263.14	24.93	1.11	1.78	2.11	0.05
	TGT	383	259.39	27.82	1.42			
<b>Ho<sub>5</sub></b>	PRT	506	263.14	24.93	1.11	1.87	2.13	0.05
	PGT	266	259.15	25.5	1.56			
<b>Ho<sub>6</sub></b>	TGT	383	259.39	27.15	1.39	2.11	0.04	NS
	PGT	266	259.15	25.5	1.56			
<b>Ho<sub>7</sub></b>	$\leq 10$ Years	657	259.76	25.12	0.98	1.48	1.41	NS
	>10 Years	496	261.86	24.52	1.10			
<b>Ho<sub>8</sub></b>	Married	970	262	23.37	0.75	1.99	4.22	0.01
	Unmarried	183	253.6	30.81	2.28			
<b>Ho<sub>9</sub></b>	Public School	457	256.33	22.24	1.04	1.44	2.79	0.01
	Private School	696	260.88	24.85	0.94			

**Hypothesis Ho<sub>1</sub>:** The calculated t-value is 5.4 and it is significant at 0.01 level.

Therefore null hypothesis is rejected and it is inferred that there is a significant difference between the mean scores of the perceptions of male and female CBSE school teachers towards Continuous and Comprehensive Evaluation System. Thus it can be concluded that Female teachers have higher level of perception than male teachers towards CCE system.

**Hypothesis Ho<sub>2</sub>:** The calculated t-value is 0.24 and it is not significant at 0.05 level.

Therefore null hypothesis is retained and not rejected. Thus it can be concluded that there is no significant between the mean scores of the perceptions of less than thirty five years age and more than thirty five years age CBSE School teachers towards Continuous and Comprehensive Evaluation System.

**Hypothesis Ho<sub>3</sub>:** The calculated t-value is 1.57 and it is not significant at 0.05 level.

Therefore null hypothesis is retained and not rejected. Thus it can be concluded that there is no significant difference between the mean scores of the perceptions of CBSE school teachers having professional qualification as PTC/BTC and

B.Ed. towards Continuous and Comprehensive Evaluation System.

**Hypothesis Ho<sub>1</sub>:** The calculated t-value is 2.11 and it is significant at 0.05 level.

Therefore null hypothesis is rejected and it is inferred that there is a significant difference between the mean scores of the perceptions of PRT and TGT Designated CBSE School teachers towards Continuous and Comprehensive Evaluation System. Thus it can be concluded that the CBSE School teachers having PRT Designation have higher level of perceptions towards CCE than teachers having TGT Designation.

**Hypothesis Ho<sub>2</sub>:** The calculated t-value is 2.13 and it is significant at 0.05 level.

Therefore null hypothesis is rejected and it is inferred that there is a significant difference between the mean scores of the perceptions of PRT and PGT Designated CBSE School Teachers towards Continuous and Comprehensive Evaluation System. Thus it can be concluded that CBSE School teachers having PRT Designation have higher level of perceptions towards CCE than teachers having TGT Designation.

**Hypothesis Ho<sub>3</sub>:** The calculated t-value is 0.04 and it is not significant at 0.05 level.

Therefore null hypothesis is retained and not rejected. Thus it can be concluded that there is no significant difference between the mean scores of the perceptions of TGT and PGT Designated CBSE School teachers towards Continuous and Comprehensive Evaluation System.

**Hypothesis Ho<sub>4</sub>:** The calculated t-value is 1.41 and it is not significant at 0.05 level.

Therefore null hypothesis is retained and it is inferred that there is no significant difference between the mean scores of the perceptions of CBSE school teachers having less than 10 years professional experience and more than 10 years professional experience towards Continuous and Comprehensive Evaluation System.

**Hypothesis Ho<sub>5</sub>:** The calculated t-value is 5.86 and it is significant at 0.01 level.

Therefore null hypothesis is rejected and it is inferred that there is a significant difference between the mean scores of the perceptions of Married male and Unmarried male CBSE School Teachers towards Continuous and Comprehensive Evaluation System. Thus it can be concluded that CBSE School teachers having married marital status have higher level of perceptions towards CCE than teachers having unmarried marital status.

**Hypothesis Ho<sub>6</sub>:** The calculated t-value is 2.79 and it is significant at 0.01 level.

Therefore null hypothesis is rejected and it is inferred that there is a significant difference between the mean scores of the perceptions of CBSE school teachers of public and private schools towards Continuous and Comprehensive Evaluation System. Thus it can be concluded that Private School teachers have higher level of perceptions towards CCE than Public School teachers.

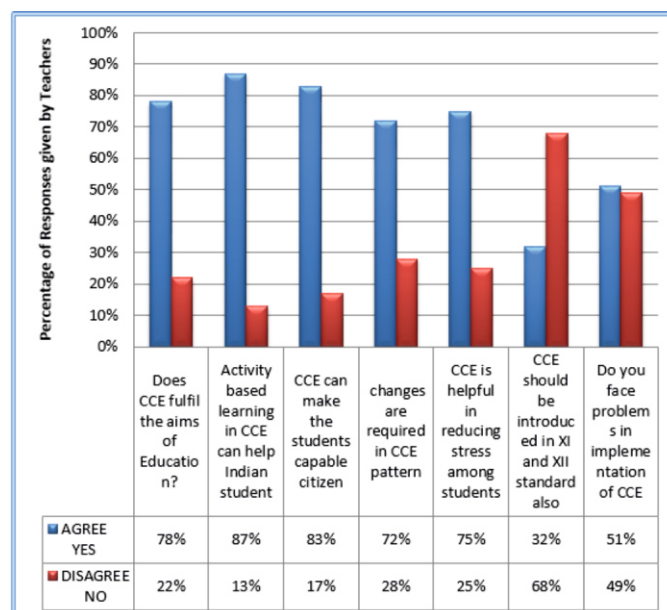
**Qualitative Data Analysis:** The researcher has also used open ended questionnaire to know the descriptive views of teachers as a part of tool in which the respondents explained their positive and negative feedback with reference to the question asked in the questionnaire. The researcher consolidated the major findings on suggestions to overcome the problems related to CCE Pattern of Evaluation

Teachers suggested their views to overcome the problems related to CCE

Pattern of Evaluation. Some of them are listed as follows:

- Change the pattern of grading system.
- There should be less number of parameters for effective evaluation.
- Teachers should be imparted proper training of CCE grading pattern.
- The teachers should be relieved from the extra workload and other duties that are not concerned with teaching, so that they can fully concentrate on their actual job of teaching and can improve students' talents as well as quality of education by effectively teaching them.
- Number of students should be reduced in each class for effective implementation of CCE.
- CCE should not be on the pattern of semester system. The student should learn to deal with all the chapters and complete syllabus which is the system in place in senior secondary classes. The present system of CCE may not be effective to prepare children for the same.

**Following figure: 1.1** represents the feedback given by teachers how do they perceive CCE pattern of evaluation.



**Figure : 1.1**  
**Consolidated Feedback – How do CBSE teachers perceive CCE**

#### Educational Implications of the Study

On the basis of the findings, the present study has the following educational implications:

- The researcher feels that her investigations lead to the educational implications with the hope that these might help the various government authorities, education planners, functionaries and other education agencies to make the implementation of CCE in schools more efficient and transparent.
- The purpose of Continuous and Comprehensive Evaluation is to assess the students both in scholastic and co-scholastic spheres and record the various deficiencies in the child so that he can be properly handled, guided and brought on the track. This system reduces to a great extent, the fear and burden of exams; thus removing the unnecessary stress from the minds of the students.
- This system strengthens the teacher-student relationship, as there is close interaction between the teachers and the students.
- No doubt training is being given at various stages and to various persons but still further orientation needs to be done so as to bring about more concept clarity among all the concerned.
- The training programmes of CCE system of evaluation, at all levels should be made more effective for teachers and heads of the institute.
- As the basic problem is with the acceptability by the teaching community particularly of the old mould, the teaching staff should be motivated psychologically, through discussions and counselling.
- Timely monitoring and proper feedback can further improve upon the working of CCE.
- Regular meetings, separate as well as combined, of all the concerned should be organized so as to understand the problems related to Continuous and Comprehensive Evaluation and they should try to solve them seriously so that this scheme can be followed efficiently in schools.
- The checklist registers and pupil progress cards are lengthy and complex. There is a mismatch between these. Secondly the various items and columns in the registers are difficult to understand and maintaining them regularly is a time consuming process resulting in the teachers' inability to give sufficient time to the students. So, it is recommended that the record registers should be modified and teachers should be involved in formulating the registers related to it as they are the ones who have to use these registers in schools.
- The results of the study indicated that the syllabus is quite lengthy and is not conducive to the system introduced, so it is necessary that some alterations be made in the syllabus so that it is strictly according to the scheme of Continuous and Comprehensive Evaluation.

- Due to different educational and other programmes the school teachers remain busy in the fulfillment of the extra duties allotted to them. Therefore, they get overburdened and as a result, they are unable to perform well in their teaching tasks. Hence, the government should look to this aspect of the issue as well as appoint/depute additional staff for managing these extra tasks. It will help teachers in carrying out their teaching work regularly without any burden and they can conduct comprehensive evaluation on regular basis.
- It was noticed by the researcher that there is shortage of the teaching staff also. So this also be looked into and the required staff should be appointed in such schools.
- As observed in the classrooms, the researcher felt that the teachers are following all the conventional methods of teaching, so it is suggested that all teachers be made to follow the schematic methods strictly and teach students in the manner prescribed therein.
- Teachers should be motivated to be more sincerely involved in making this scheme successful.
- Teachers are the nucleus of any education system. Therefore, teacher recruitment should be scientific and fair.
- The results of the present study revealed that as under Continuous and Comprehensive Evaluation all the students are being promoted till VIII standard and as there are no failures, the quality of education is suffering day by day at the hands of quantity.
- The spirit of competition is also decreasing among students. So it would be better if the Continuous and Comprehensive Evaluation and examination system go side by side i.e. marks should be given in scholastic areas and grades in co-scholastic areas. Secondly students should be promoted or detained according to their achievement in both the areas i.e. scholastic and co-scholastic performance.
- Parents are equally important to make any education system working. Some parents feel satisfied over their child getting through the various classes and also with their holistic development, but at the same time they too, are not very clear on the concept of Continuous and Comprehensive Evaluation. While some others are not satisfied with their child's progress despite the fact that they are passing the classes. Therefore, it is equally important that the orientation of parents both at school and block levels should be more intensified to make this scheme more successful and appreciative.
- It was also noticed by the researcher that the parents who could financially afford wanted to shift their child from government school to some private school. There can be various reasons for their dissatisfaction, so the authorities should find out the reasons and try to solve them.
- Heads and teachers should hold regular meetings with students' parents and guide them on how the child's education and development should take place.
- Finally to improve Continuous and Comprehensive Evaluation system and make it a huge success, each one should understand one's responsibility and follow it strictly.
- In case we are seriously interested in the achievement of objectives of the Continuous and Comprehensive Evaluation system in letter and spirit it is suggested that prudent consideration should be given for the resolution of the various implications of the present study.

## CONCLUSION

The present study is designed to evaluate the Continuous and Comprehensive Evaluation System presently operative in all the CBSE schools of central Gujarat. This is the first attempt by the researcher taking Gujarat state as sample and standardize test which will be useful in the educational implications with the hope that these might help the various government authorities, education planners, functionaries and other education agencies to make the implementation of Continuous and Comprehensive Evaluation in schools more efficient and transparent.

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